

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 JAN 22 PM 2:21 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Sulphur Springs ISD	Vendor ID #	Mailing address line 1 631 Connally Street	
Mailing address line 2	City Sulphur Springs	State TX	ZIP Code 75482
County- District # 112-901	Campus number and name	US Congressional District # 4	DUNS # 025863986

Primary Contact

First name Sherry	M.I. L	Last name Chester	Title Director of Grants & Professional Development
Telephone # 903-885-2153 ext. 1152	Email address schester@ssisd.net		FAX # 903-885-1361

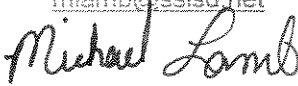
Secondary Contact

First name Betty	M.I.	Last name Lawson	Title Assistant Superintendent – Learner Services & Elementary Education
Telephone # 903-885-153 ext 1106	Email address blawson@ssisd.net		FAX # 903-885-9001

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Michael	M.I.	Last name Lamb	Title Superintendent
Telephone # 903-885-2153 ext. 1100	Email address mlamb@ssisd.net		FAX # 903-439-6162
Signature (blue ink preferred)			Date signed 1/21/14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This is a brief overview of the *Vested Interest in People (VIP)* program as submitted by Sulphur Springs Independent School District (ISD), in response to the Request for Application # 701-14-101 2014-2016 Educator Excellence Innovation Program (EEIP).

Sulphur Springs ISD is a rural East Texas district with 4,268 students, 271 teachers and 73 instructional aides. Successful implementation of grant funds that fosters open, supportive and collaborative campus cultures, targets innovative practices over the entire timeline of a teacher's career, necessitates the support and participation of all levels of district faculty and staff as well as affected personnel groups. Sulphur Springs ISD unanimously and enthusiastically voted to support and participate in the EEIP Program by creating the *Vested Interest in People (VIP)* program.

To systematically transform educator quality and effectiveness district-wide requires new models for **Induction and Mentoring, Evaluation Measures, Professional Development and Collaboration and Strategic Compensation and Retention**. Sulphur Springs ISD is one year into building supportive and collaborative campuses on the research base of best practices as seen in DuFour, DuFour and Eaker (2013), Reeves and Ainsworth (2003), Collins and Porras (2002) and Marzano and Waters (2009) to name a few. There is a "vested interest" throughout the district in the implementation of effective and innovative practices, but for the funds provided by the EEIP, the district could not implement the *Vested Interest in People (VIP)* program. In addition to the required new models, in order to create a well-designed comprehensive plan, it should include practices for **Recruiting and Hiring** in order to create strategic **Career Pathways**. *Vested Interest in People (VIP)* program includes all four **Statutory Required Practices** as well as the two **Statutory Preferred Practices**.

To accomplish the Texas Education Agency (TEA) Program Requirements, Sulphur Springs ISD included a **needs self-assessment**, detailing the challenges it faces implementing the *Vested Interest in People (VIP)* program, without the grant funds. An **integrated timeline** is contained within the *Vested Interest in People (VIP)* program in order to fulfill the plan specifying the necessary anticipated steps of the plan. The unanimous and enthusiastic vote to support and participate district wide in the *Vested Interest in People (VIP)* program demonstrates overwhelming support from affected personnel groups to participate and for the general parameters of the plan.

Sulphur Springs ISD has conducted an internal needs assessment of systems with regard to induction and mentoring, evaluation measures, professional development and collaboration, strategic compensation and retention, recruiting and hiring, and career pathways. But for the grant funds, the *Vested Interest in People (VIP)* program cannot be implemented. Below are the results of the needs assessment:

Induction and Mentoring – There are currently 2.5 Instructional coaches to meet the needs of a district with 4,268 students. One campus does not have an Academic Specialist due to lack of funds. Team Leaders were established during the 2013-2014 school year without training, time, or compensation for responsibilities. Sulphur Springs ISD does not have career pathways in place for Mentor Teachers, Master Teachers, or Instructional Department Chairs in place and cannot do so with TEA EEIP grant funds as the local dollars have been stretched to capacity. But for the grant funds, the local educator excellence plan as outlined below entitled *Vested Interest in People (VIP)* program cannot be implemented.

Schedule #5—Program Executive Summary (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Evaluation Measures – But for the grant funds none of the desired evaluation measures listed below will be possible.

- Improve efficiency of teacher practices by training additional in-district evaluators to provide timely and frequent feedback for 2 additional observations per semester using 24 tablets as a data tracking source of documentation and follow-up communication
- Implement a program comparable to or better than INOVA to evaluate growth measures through vertical scales scores and mathematical charting
- Survey students about relational strategies of teachers during instruction through something comparable to or better than Tripod Project digital inquiries
- Implement video self-evaluation practices for instructional staff to monitor and adjust flow of content

Professional Development and Collaboration – But for the grant funds collaboration and release time during the regular school week will not be possible.

- Secure more skilled substitutes (ie. successful former teachers) to promote instruction in the classroom while teachers are training and collaborating
- Restructure instructional time to allow for collaborative team meetings
- Provide specific sustained training over the course of a year to strengthen understanding and implementation of skills to improve instruction utilizing instructional leaders listed above
- Conduct follow-up training with Instructional Coaches visiting classrooms & Team Leaders providing additional resources to support effective teaching practices through collaboration

Strategic Compensation, Retention, and Career Pathways – But for the grant funds career pathways and stipends will be cost prohibitive.

- Develop and implement career pathways that allow teachers to grow in knowledge and responsibility while modeling best practice instructional strategies to peers including peer observations with timely feedback and support
- Provide graduated stipends commensurate with the level of responsibility for each career pathway selected

Recruiting and Hiring – But for the grant funds the district will fall further behind in recruiting and retention efforts.

- Improve recruiting materials including ways to market the benefits of a rural geographical area
- Employ Talent Ed, a digital process for receiving applications and resumes on-line
- Grow our own educators by recruiting locally among students and paraprofessionals

Sulphur Springs ISD has interconnected the research based **Critical Success Factors** of observable behaviors with the current and projected goals and objectives of the *Vested Interest in People (VIP)* program. The **Milestones** that are currently in place directly link to the desired observable behaviors as viewed through the lens of goals and objectives. Projected goals and objectives will not be realized, but for the funds provided by the grant, for the *Vested Interest in People (VIP)* program.

Sulphur Springs ISD is eager to share best practices that currently have that have been strategic in the attainment of goals and objectives through observable behaviors. The key practices of assigning mentors, according to Smith and Ingersoll (in press), could make a difference in 30% of new teachers in not leaving the field of teaching after the first year. Teacher learning that is integrated in the instructional setting fosters collaboration (Rebora, 2012) and according to SMHC (2009) helps retain teachers over time. A well-managed mentoring program is key to bridge the mismatch between idealism and reality in new teachers (Bullough, 2005).

Due to the collaborative attitude held by the administrators, faculty and staff throughout the Sulphur Springs ISD, we are anxious to have an opportunity to collect and report annually the performance measures that are required as well as preferred practices for the EEIP grant, through the *Vested Interest in People (VIP)* program. Sulphur Springs ISD as already made the commitment to implement effective and innovative practices district – wide, but for the funds provided by the grant, we could not implement the practices detailed in the *Vested Interest in People (VIP)* program.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 112-901				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)				
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$680,631	\$69,225	\$749,856	\$704,460	\$73,965	\$778,425	
Schedule #8	Professional and Contracted Services (6200)	6200	\$97,108	\$4,200	\$101,308	\$99,128	\$4,000	\$103,218	
Schedule #9	Supplies and Materials (6300)	6300	\$70,311	\$6,425	\$76,736	\$55,501	\$7,235	\$62,736	
Schedule #10	Other Operating Costs (6400)	6400	\$44,950	\$8,000	\$52,950	\$32,821	\$10,800	\$43,621	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$7,000	\$12,150	\$19,150	\$8,000	\$4,000	\$12,000	
Total direct costs:			\$900,000	\$100,000	\$1,000,000	\$900,000	\$100,000	\$1,000,000	
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$900,000	\$100,000	\$1,000,000	\$900,000	\$100,000	\$1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$1,000,000		\$1,000,000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result:			\$100,000		\$100,000				
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 112-901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director	.5	.5	\$37,991	\$38,750
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk	1	1	\$26,496	\$27,291
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Instructional Coach (currently have 2.5)	5.5	5.5	\$323,266	\$331,348
16	Academic Specialist (currently have 3.5)	1.5	1.5	\$95,372	\$97,756
17				\$	\$
18	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay – 125 skilled subs x \$100 per day x 8 days		\$100,000	\$100,000
20	6119	Professional staff extra-duty pay		\$88,750	\$96,500
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits – FTE \$69,188 + \$8,813 Extra Duty Pay		\$78,001	\$86,780
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$266,751	\$283,2880
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$749,856	\$778,425

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

Note: 20 – Professional staff extra-duty pay:

Year One			
61 – Mentors	X	500	= 30,500
31 – Team Leaders	X	750	= 23,250
25 – Master Teachers	X	1,000	= 25,000
8 – Dept. Chairs	X	1,250	= 10,000
Total			88,750

Year Two			
75 – Mentors	X	500	= 37,500
32 – Team Leaders	X	750	= 24,000
25 – Master Teachers	X	1,000	= 25,000
8 – Dept. Chairs	X	1,250	= 10,000
Total			96,500

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	High Impact Instructions – Mentor Training	<input type="checkbox"/>	\$5,000	\$6,000
2	Coaching Coaches – Team Leader Training	<input type="checkbox"/>	\$6,500	\$8,000
3	Academic Specialist and Instructional Coach Professional Development	<input type="checkbox"/>	\$4,400	\$7,500
4	Creating an Impact School	<input type="checkbox"/>	\$5,000	\$5,000
5	Classroom Observations Effectiveness	<input type="checkbox"/>	\$5,840	\$5,400
6	Using Video for professional Learning	<input type="checkbox"/>	\$4,250	\$3,000
7	Talent Ed – Application Software	<input type="checkbox"/>	\$3,800	\$2,800
8	Leadership for Administrators – Gomez and Gomez	<input type="checkbox"/>	\$3,000	\$3,000
9	Cognitive Coaching	<input type="checkbox"/>	\$4,000	\$3,000
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$41,790	\$43,700

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Assessment – Web Based Software – INOVA		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Vertical Scale Score Analysis of students			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$29,518	\$29,518
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$29,518	\$29,518	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 112-901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Tripod Project		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Digital student surveys of teacher relationships regarding instruction.			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$30,000	\$30,000
	Contractor's other operating costs		\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$30,000	\$30,000	
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
Contractor's payroll costs	# of positions:	\$	\$	
Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
Contractor's supplies and materials		\$	\$	
Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 112-901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$41,790	\$43,700	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$59,518	\$59,518	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$101,308	\$103,218	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 112-901

Amendment number (for amendments only):

Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Tablets	Classroom Evaluation/Feedback	24 (per Year)	\$489	\$11,736	\$11,736
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$65,000	\$51,000
Grand total:						\$76,736	\$62,736

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 112-901

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: Coaching Institutes with Jim Knight – Kansas	\$37,750	\$24,900
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: Mentoring, Training, and Recruitment	\$6,500	\$4,200
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$8,700	\$14,521
Grand total:		\$52,950	\$43,621

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 112-901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$7,000	\$12,000
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19	Office furniture for VIP staff	9	\$1,350	\$12,150	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$19,150	\$12,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			4,268	
Category	Number	Percentage	Category	Percentage
African American	472	11.3%	Attendance rate	96.2%
Hispanic	1,086	25.9%	Annual dropout rate (Gr 9-12)	1.5%
White	2,461	58.8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	34	0.8%	TAKS commended 2011 performance, all tests (sum of all grades tested)	14%
Economically disadvantaged	2,557	61.1%	Students taking the ACT and/or SAT	56%
Limited English proficient (LEP)	386	9.2%	Average SAT score (number value, not a percentage)	1,469
Disciplinary placements	1,398	33%	Average ACT score (number value, not a percentage)	21.2

Comments

Sulphur Springs ISD has a free and reduced lunch rate of 64% district wide. All eight campuses will be participating in the *Vested Interest in People (VIP)* Educator Excellence Innovation Program. Six of the eight campuses are Title I campuses.

Disciplinary Placements listed above were compiled from the following counts: ISS – 1,254, OSS – 94, DAEP – 40, Expulsion DAEP – 10. All other student demographic counts were taken from the 2012 – 2013 Texas Academic Performance Report for Sulphur Springs ISD.

Teacher Demographic information provided is reflective of counts, percentages and numbers for the 2013 – 2014 school year according to the Sulphur Springs ISD Business Office and Payroll Department.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	11	3.46%	No degree	0	0%
Hispanic	15	4.72%	Bachelor's degree	249	78.30%
White	291	91.51%	Master's degree	68	21.38%
Asian	1	0.31%	Doctorate	1	0.31 %
1-5 years exp.	69	21.70%	Avg. salary, 1-5 years exp.	\$37,127.00	N/A
6-10 years exp.	67	21.07%	Avg. salary, 6-10 years exp.	\$40,888.00	N/A
11-20 years exp.	114	35.85%	Avg. salary, 11-20 years exp.	\$46,227.00	N/A
Over 20 years exp.	68	21.83%	Avg. salary, over 20 years exp.	\$53,131.00	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	261	359	318	305	292	318	292	340	326	321	337	285	286	228	4,268
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	261	359	318	305	292	318	292	340	326	321	337	285	286	228	4,268

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public (Teachers)	15	16	16	15	15	16	15	24	23	23	23	24	22	24	271
Public (Aides)	15	11	6	7	2	3	10	4	2	2	2	2	3	4	73
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	30	27	22	22	17	19	25	28	25	25	25	26	25	28	344

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Schedule #13—Needs Assessment

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Systematic Process for Identifying Needs – Sulphur Springs ISD utilized a systematic process to conduct a Needs Assessment by hosting collaborative "Bucket List" sessions at the campus and district levels. Each campus looked at 6 buckets, the 4 required and 2 preferred practices of the EEIP grant, to determine what needs existed. Then, 17 representatives from 8 campuses, and administrators came together to compile the needs as a district. This was done through a two hour interactive session where people provided input through filling buckets with spade ideas, creating wall work in teams, and completing template art of primary campus desires.

Prioritizing Needs – Once stakeholders identified current levels of achievement, what we're doing well, needs were prioritized by "buckets" based on the commonalities by campus through group activities. It became apparent that Sulphur Springs ISD faces serious challenges in implementing the local Educator Excellence Innovation Plan (EEIP) since even basic needs CAN NOT be addressed but for the expeditious grant funds provided by TEA.

Bucket	Current Levels of Achievement 2013-2014	Desire & Required Accomplishments
1	Began New Teacher Training at the district level, Implemented PLC [Professional Learning Communities], Content Area Teams (all campuses), some mentoring at ECLC and Travis, and 2.5 Instructional Coaches district wide.	Trained Mentors and Master Teachers at every campus, additional Instructional Coaches, and 1.5 more Academic Specialists, Time during the work day for teachers to work together, train, and observe classroom instruction of mentors and master teachers is of utmost importance as these roles take on new responsibilities.
2	Teachers are modeling lessons and student management at ECLC and in SPED program. Academic Specialists are in place at SSMS, Douglas, SSMS, and SSHS that assist with data collection and walk-throughs.	Additional in-district people will be more involved in walk throughs (multiple measures by multiple people). Develop an evaluation system based on local expected outcomes. Seek student input on instructional relational practices electronically.
3	Exchange Time program implemented district wide, team planning (ECLC, Primaries, Elementary, Intermediate, SSMS, and SSHS) Margaret Kilgo training and the district has started providing more local and diverse professional development course offerings in house.	More sustained interactive training on Professional Learning Communities. "How To..." be an effective Team Leader, Mentor Teacher, Instructional Coach and Master Teacher. Focus on Best Practices, individualized differentiated instruction, technology integration, and increased achievement in special populations.
4 & 6	High need content areas have stipends (SSMS and SSHS), Department Chair Stipends are for administrative duties (SSHS). There is one additional conference for team leaders per week at the primary campuses.	Enhance recruiting efforts. Establish stipends for instructional positions that serve as Mentor, Team Leader, and Master Teacher roles based on additional responsibilities. Develop and implement formal local career pathways for instructional staff.
5	Early retirement bonuses (district wide). Implemented a new pay scale this school year to attract more highly qualified teachers. The district can now be found on Facebook.	Extend job fair boundaries and improve presentations at job fairs. Implement electronic process for receiving applications and resumes. Market community benefits more effectively and strengthen "Grow Your Own" educators approach by beginning with students at the SSMS campus.

Moving Forward – In looking at what was already in the pails and what it would require to fill the buckets, one issue became apparent. Sulphur Springs ISD desires to implement a *Vested Interest in People (VIP)* program with EEIP grant funds. Competent and well trained instructional staff are the very best resources for improving student achievement. Sulphur Springs ISD will provide *Vested Interest in People* to develop preeminent Teachers, Classroom Aides, Mentors, Academic Specialists, and Instructional Coaches who will model effective instruction and maximize individualized differentiated instructional for 4,268 students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is an absence of a comprehensive induction and mentoring program that provides multiple avenues for strengthening teaching skills through the use of effective Mentors, accomplished Team Leaders, competent Academic Specialists and proficient Instructional Leaders who can be instrumental in the classroom setting to help with "on demand" modeling of innovative resources and technology integration.	<ul style="list-style-type: none"> Hire 5.5 FTE Instructional Coaches – 2 @ elem., 2 @ middle and 1.5 at high. Secure 1.5 additional Academic Specialists in order for there to be one at every campus to strengthen pedagogy Select, train, and provide stipends to 61 Mentor teachers in Y #1 and 75 in Y #2. Prepare and train instructional support of and provide stipends to 31 Team Leaders in Y#1 and 32 in Y#2, 25 Master Teachers, and 8 Department Chair for enhanced instructional responsibilities and accountability. Utilize research based induction resources to support new teachers and build capacity through demonstration classrooms at each of the eight campuses.
2.	Only a skeletal crew of campus administrators evaluate teachers with a minimal number of walkthroughs and nominal feedback for areas outside their area(s) of expertise. Evaluations have not been directly tied to growth measures or student engagement.	<ul style="list-style-type: none"> Improve efficiency of teacher practices by training additional in-district evaluators to provide timely and frequent feedback for 2 or more additional observations per semester using 48 tablets as a data tracking source of documentation and follow-up communication. Implement a program comparable to or better than INOVA to evaluate growth measures through vertical scales scores and mathematical charting. Survey students about relational strategies of teachers during instruction through something comparable to or better than the Tripod Project digital inquiries. Implement video self evaluation practices for instructional staff to monitor and adjust flow of content.
3.	The missing ingredient for professional development is more sustained training over time that allows for viable follow-up and collaboration during the traditional work week for teachers to strengthen and improve their craft. Classroom Aides will be encouraged to attend VIP to strengthen their instructional skill sets and promote the "Grow Your Own" educator program.	<ul style="list-style-type: none"> Secure more skilled substitutes (i.e. successful former teachers) to promote instruction in the classroom while teachers and aides are training and collaborating. Restructure instructional time to allow for multiple collaborative team meetings and observations in demonstration classrooms. Provide specific sustained training over the course of year to strengthen understanding and implementation of skills to improve instruction, conduct, follow-up training with Instructional Coaches visiting classrooms and Team Leaders providing additional resources to support effective teaching practices through collaboration.
4.	No compensation plan exists to recruit and retain teachers who can successfully serve as a mentor, team leader, master teacher, or perform instructional department chair duties successfully.	<ul style="list-style-type: none"> Develop and implement Career Pathways that allow teachers to grow in knowledge and responsibility while modeling best practice instructional strategies. This will include peer observations with timely feedback and support. Provide stipends commensurate with the level of responsibility for each Career Pathway selected.
5.	Early hiring practices are nominal as recruitment efforts have been limited due to a lack of innovative digital resources and a means of retrieving timely applications	<ul style="list-style-type: none"> Improve recruiting materials including methods to market the benefits of a rural geographical area. Employ a digital process for receiving applications and resumes on-line. Expand "Grow Your Own" educators by recruiting locally among students, parents, and paraprofessionals.

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Schedule #14—Management Plan

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director (.5 FTE)	M.S. with mid – management certification and twenty plus years of experience in implementing new grant funded programs in a timely manner.
2.	Data Entry Clerk (1 FTE)	Sixty plus hours of college education with three or more years in public education. This person must be proficient in using computer programs including, but not limited to Quicken, Microsoft Excel, and other Microsoft Office products
3.	Instructional Coaches (5.5 FTE)	B.S. or M.S. teacher with certification(s). These persons must be considered highly qualified, equipped, and knowledgeable with at least five years of classroom experience. Coaches must be able to facilitate professional technological assistance.
4.	Academic Specialist (1.5 FTE)	B.S. teacher with certification(s). Will be expected to provide resources aimed at improving the quality of the teacher and paraprofessional workforce. A minimum of five or more years of classroom experience is required.
5.	Mentors and Team Leaders (Stipends)	Mentor – Receive 18 hours of training outlined to implement commensurate responsibilities. Team Leaders – Receive 24 hours of training to implement commensurate responsibilities. Master Teachers – Receive 48 hours of training, to implement commensurate responsibilities.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implement a comprehensive VIP induction and mentoring program	1. Post, hire and train 5.5 FTE Instructional Coaches	04/07/2014	06/30/2015
		2. Employ and train 1.5 Academic Specialists	04/07/2014	06/30/2015
		3. Seek and train 61 Mentors for induction program	05/01/2014	06/30/2015
		4. Strengthen skill sets of 31 Team Leaders	07/01/2014	07/31/2015
		5. Purchase research – based induction resources	05/12/2014	06/19/2015
2.	Develop a local VIP multi – measured evaluation system	1. Train additional in–district evaluators	06/09/2014	10/03/2014
		2. Purchase 48 tablets for data tracking	05/12/2014	06/19/2014
		3. Select and secure a program to measure vertical scale scores and use in the evaluation process	05/12/2014	06/30/2014
		4. Measure relational instruction among students	10/01/2014	06/05/2015
		5. Secure video equipment for teacher self-evaluations	05/12/2014	06/19/2015
3.	Provide Sustained VIP Training and Collaborative Opportunities	1. Solicit successful former teachers as substitutes	06/09/2014	03/12/2015
		2. Restructure time for collaborative meetings during school hours for teachers to observe and plan	05/05/2014	05/30/2015
		3. Schedule trainers for professional development	04/14/2014	02/14/2015
		4. Provide training opportunities for teachers and aides	05/01/2014	08/30/2015
		5. Supply on–demand modeling and coaching	08/25/2014	06/01/2015
		6. Provide Demonstration Classrooms at campuses	09/01/2014	05/31/2015
4.	Recruit and Retain Successful VIP Mentors, Team Leaders, Master Teachers, and Department Chairs	1. Develop Instructional Career Pathways	04/21/2014	07/30/2014
		2. Establish roles and responsibilities for stipends	04/21/2014	07/30/2014
		3. Conduct training to successfully accomplish goals	05/19/2014	08/30/2014
		4. Monitor progress of pedagogical improvement	08/25/2014	06/01/2015
		5. Reward stipends upon successful completion of duties	12/19/2014	06/26/2015
5.	Improve VIP recruitment and digital Human Resources	1. Improve hard copy recruiting materials	06/01/2014	01/15/2015
		2. Utilize digital media when recruiting teachers	08/01/2014	06/30/2015
		3. Purchase Talent Ed for electronic applications	05/12/2014	06/19/2015
		4. Strengthen local "Grow Your Own" recruiting efforts	09/01/2014	04/22/2015
		5. Extend job fair boundaries	10/01/2014	05/30/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback and Continuous Improvement begins with the district's **Vision Statement**: *"Educating All Students to their Fullest Potential,"* and the district's **Mission Statement**: *To provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives. The district shares with parents and the community the responsibility of promoting high standards and expectations as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.*

Sulphur Springs ISD has eight commitments toward attainment and monitoring of goals and objectives. They are based on the Correlates of Effective Schools: The First and Second Generation, by Lawrence W. Lezotte. Those commitments are as follows: **A Safe and Orderly Environment**; **Climate of High Expectations** with a culture of achievement, by building relationship among staff members and data driven goal setting; **Instructional Leadership** in recruiting /hiring, providing quality teacher training, promoting collaboration, building a common curriculum and data driven decision making; **Clear and Focused Mission** by means of being transparent to all, to adhere to the mission, vision values and goals; **Opportunity to Learn and Time on Task** through mentoring, alignment of standards, enriched classes and individualized instruction; **Frequent Monitoring of Student Progress** in feedback cycles, interventions and building relationships with students; **Home to School Relationships** are fostered by transparency and parent involvement by building relationships with parents; **A Commitment to Teaching Key Soft Skills** of listening, adaptability, teamwork, problem solving, communication, positive demeanor, integrity and work ethic.

Goals and objectives are assessed through the local report card at nine week intervals and data is disaggregated and communicated through departments to the principals. Progress is reported by district administrators to the school board.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Efforts – One of the most comprehensive ongoing, existing efforts that ensure that all project participants remain committed to the project's success is our implementation of **Professional Learning Communities (PLC)**. Every campus is committed to the implementation of the PLC based on **Correlates of Effectives School** (Lezotte) which include relationships, relevance, rigor and assessment for learning; **Data Driven Decisions** through AEIS goal setting, Smart goals, and AWARE; **Instructional Leadership** in Differentiated Instruction, monitoring PDAS/WT, instructional strategies, technology, common assessments, collaboration, TEKS based curriculum, in day interventions, RTI (pyramid), inclusion/co-teach, and Leadership Team. **Programs and Author Studies** are focused to maximize the effectiveness of Sulphur Springs ISD, the success of *Vested Interest in People (VIP)*, and the use EEIP of grant funds.

Commitment – Sulphur Springs ISD held a workshop for the purpose of facilitating a campus by campus evaluation of current efforts in the implementation of PLC and a needs assessment in order to maximize the effectiveness of grant funds and the level of commitment to the *Vested Interest in People* program. All 8 campuses identified a need for Mentors by content area, department leadership training, Instructional Coaches on each campus and training in areas of instructional expertise and research interests. Smith and Ingersoll (in press) report that novice teachers who were mentored were 30% less likely to leave teaching at the end of their first year, so the district has included mentoring and mentor training in the *Vested Interest in People* program (VIP). Schools need a system of accountability and personalized education that will have high expectations for school administrators and teachers with expectations based on diversity of the student population and the values of the families in the community (Wolk, 2011).

Components of the accountability system are currently ongoing, however, personalized education and a new system of evaluation based on the research would not be possible to implement, but for the grant funds of the *Educator Excellence Innovation Program*. Effective professional development must be on-going, to include training, practice, feedback and follow-up with in class support (OECD, 2011). This type of effective professional development is described in detail in Statutory Requirement 8, Preferred.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Track induction and mentoring participants and quality of strategies implemented	1.	Percent of first year teachers assigned a mentor from the same content area
		2.	Average number of release hours, per mentee, for collaboration and observation of mentor demonstration classrooms
		3.	Percent of teachers receiving differentiated compensation for related duties
2.	Assess effectiveness of the multi – measure evaluation system	1.	Average scores of classroom observations and number of evaluations
		2.	Ascertain the proficiency level of teachers by a locally developed domain rubric
		3.	Measure vertical and relational scale scores of teachers and student data
3.	Solicit feedback from sustained training and collaborative efforts including us of demonstration classrooms	1.	Average number of hours spent collaborating weekly
		2.	Generate monthly training reports of teacher/aide training portfolios
		3.	Use of external master trainers providing on-site sustained Professional Development to meet locally identified needs
4.	Monitor mentor, team leader, master teacher, and department chair activities	1.	Compare activities against roles and responsibilities expectations
		2.	Monitor training of instructional teacher leaders based on project delivery
		3.	Adjust pedagogical strategies based on classroom teacher data
5.	Calculate the effectiveness of new hires based on proven records of success	1.	Implement digital application system
		2.	Expanded recruitment territory
		3.	Strengthen recruitment efforts with better and more diverse materials

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection – Local data measures will be collected through an ongoing assessment of the *Vested Interest in People (VIP)* project's effectiveness in meeting goals, objectives, strategies and the 16 mandatory and preferred performance measures as outlined by TEA. The evaluation plan is specific and definitive in a concerted effort to maintain high levels of commitment to the very best instructional practices that will meet the diverse needs of students who are digital natives. Therefore benchmarks, attendance data, and vertical scale scores of students will be tracked and tied to teacher performance as it relates to instructional strategies. The evaluation plan is specific and definitive to support excellence in teaching and learning.

Qualitative and Quantitative Measurements - The Curriculum, Instruction and Assessment (CIA) Department of Sulphur Springs ISD in conjunction with the *VIP* staff will develop effective qualitative and quantitative data-gathering procedures. The qualitative process will include ongoing monitoring, assessment and evaluation as to the extent of project implementation and participant perceptions. The quantitative data-gathering process will include surveys, interviews and records of all trainings, collaborative meetings during the work week and other grant related activities.

Problem Correction – The CIA Department will conduct bi-monthly meetings with Instructional Coaches to discuss strengths and areas that need to be addressed and corrected. The same process is already in place with monthly meetings of the CIA with Academic Specialists to celebrate strengths and make adjustments in areas that need improvements in a timely manner. The same type of system will be developed where Academic Specialists in turn meet with Team Leaders and Department Chairs to track instructional practices and strengthen services to classroom teachers.

Mentors will meet with the Director of Human Services and the Director of Professional Development once a month to discuss the progress of new and marginal teachers. Discussions will focus on the quality of mentor meetings, classroom observations and follow-up activities between mentors and mentees.

Formative and Summative Measures – Evaluation measures will examine the cohesiveness of project goals, planning, and implementation of statutory requirements, including a determination of effective performance measures. Monitoring and adjustments will be ongoing to ensure the highest level of commitment and implementation by all staff members.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction System – Sulphur Springs ISD hired a new Human Resources and Communication Director for the 2013-2014 school year. This individual has developed a local induction program for 51 new teachers. The initial training was 12 hours in length. Monthly follow up meetings are being held in one hour sessions that function as a question and answer time. Although this is more than the district has done with new teachers in the past, there is still much room for growth and improvement.

According to Kauffman et al. (2002) novice teachers encounter curriculum voids and curricular guidance, which undermines confidence and a sense of efficacy. The desire is to provide more research based training for new and marginal teachers by providing them with resources that prepare them for 21st century classrooms. The second edition of *Why Didn't I Learn This in College?* will be used as part of the induction training, since the book has the addition of self assessments, updated tools, and more active learning strategies. For the best management program is a strong instructional program.

New and effective teachers need to know how to design rigorous and appropriately scaffolded lessons and how to create learning-centered classrooms where high-level engagement and learning can occur. The 24 hour new teacher induction program will provide needed training and tools to the newest additions to the teaching profession. For novice teachers who were mentored were 30% less likely to leave teaching at the end of their first year (Smith & Ingersoll, in press).

While new teachers may say they need classroom management skills, what they really need to know is how to design rigorous and appropriately scaffolded lessons and how to create learning-centered classrooms where high-level engagement and learning can occur. We must help new teachers learn that in the end, what they should have in mind for their students is not that they are well-managed, but that they are well-educated (Rutherford, 2009).

VIP Mentorship Program – “New teachers thrive. Seasoned teachers hone their skills. Students excel” (IDRA 2013). Effective, creative high quality teaching is at the heart of student success. Coaching and Mentoring Instructional Leadership Roles will be grounded in the latest teacher effectiveness and new teacher support research. The focus will be to build on teachers' natural strengths, reflect on what works, and build partnerships for success. Additionally, there will be a strand with a special focus on teaching practices that work in classrooms with diverse student populations, particularly low-income and minority students and students with special needs.

Mentor Teacher – A mentor teacher will at a minimum attend New Teacher Academies with the mentee, conduct weekly meetings with the mentee, and allow for class observations and follow-up discussions. Mentors will provide resources in response to questions and areas of concern. Mentors will also observe mentees and provide feedback.

Team Leader – Attend curriculum development meetings throughout the year and facilitate weekly team meetings. Team Leaders will enhance resources associated with curriculum development and provide technology assistance in response to questions and areas of teacher concern and implementation. These positions will help provide timely feedback to strengthen instructional practices.

Master Teacher – Master Teachers will attend curriculum development meetings and provide resources in response to questions and areas of concern. These positions will set up and teach in demonstration classrooms that will allow for multiple observations by campus, grade level, and content area teachers. Upon request, Master Teachers will provide resources to strengthen instructional practices based on the review of teacher self evaluation videos.

Department Chair – Individuals will model and coach teachers in department and content area best practices. They will actively provide instructional resources for content being taught and areas of teacher interest and concentration. Department Chairs will assist teachers in diversifying learning for all students.

Instructional Coach – Faculty and staff reviewed the gaps and weaknesses in the current instructional support services and made the following recommendations. There is a need to hire 5.5 instructional coaches for both elementary and secondary levels. At least two positions will focus on instructional technology since more instruction is becoming electronically driven. This has direct implications on the delivery of classroom instruction. The assistance of a data analyst was also requested to accurately track success of performance measures at all eight campuses.

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The additional 5.5 FTE Instructional Coaches will provide job embedded coaching and professional development for instructors. Instructional Coaches will provide a sequence of activities consisting of a strategic blend of in-person, in classroom, online, and job-embedded, instructional modeling, professional development and support. The collaborative process will allow instructional coaches to work directly with teachers and classroom aides through a combination of on-site meetings, trainings, weekly collaborative release times, and professional development resources tailored to specific classroom instruction.

Coaches will work side-by-side with teachers to help identify priorities and grow skills in areas of improvement. This sequence will allow instructional coaches to connect with all staff in order to engage them fully as they increase their knowledge and skill sets. Job-embedded instructional coaching observations and feedback will:

- Personalize and customize support to refine, enhance, and help teachers implement and monitor instructional strategies and assessments
- Facilitate data analysis to provide strategies and tactics to meet the needs of ALL students
- Reinforce content-specific instructional practices of teachers and classroom aides
- Strengthen strategies and tactics to increase student engagement and achievement
- Communicate strategies for creating understanding and buy-in among all stakeholder groups

Mentor Selection – The selection of mentors will begin with the campus instructional leadership team and campus principal. Selections will be made based on a locally developed set of criteria that will be created in April.

Mentor Stipends – Instructional Career Pathways that will be made available through the *Vested Interest in People (VIP)* program have been listed below with stipend allocations based on roles and responsibilities listed on Schedule #16 Statutory Requirements 7 and 8 of the application. Preparatory training hours have been listed. **Sulphur Springs ISD will in no way use grants funds to pay teachers to attend training.** The intent is to adequately train teachers to implement Instructional Leadership roles effectively and efficiently so that everyone can experience great degrees of instructional success which will in turn improve student performance. Johnson et al. (2004) found that workload is important to job satisfaction even within a teacher's field of expertise.

Teacher/Observer – 0 dollars above district pay scale for years of experience. They will participate in a minimum of 12 hours of classroom observation and 6 hours of technology training above current Exchange Time professional development.

Mentor Teacher – \$500 annually based upon documented successful completion of roles and responsibilities listed on Schedule #16 of the application in addition to 18 hours of preparatory professional development.

Team Leader – \$750 annually based upon documented successful completion of roles and responsibilities listed on Schedule #16 of the application in addition to 24 hours of preparatory professional learning.

Master Teacher – \$1,000 annually based upon documented successful completion of roles and responsibilities in the demonstration classroom and others duties as listed on Schedule #16 of the application in addition to 48 hours of preparatory professional learning.

Department Chair – \$1,250 annually based upon documented successful completion of roles and responsibilities listed on Schedule #16 of the application in addition to 60 hours of preparatory professional learning.

Instructional Coach – \$3,000 annual stipend and additional days (from 187 to 226) based upon documented successful completion of roles and responsibilities listed on Schedule #16 Statutory Requirements 7 and 8 of the application in addition to 60 hours of preparatory professional learning

Mentor, Mentee, Release Times – Two hundred thousand dollars (\$200,000) has been set aside in the EEIP VIP application to hire highly qualified substitute teachers, preferably former successful teachers, to facilitate classroom instruction while teachers are given release time for observation and collaboration opportunities.

Observation Opportunities – Teachers will observe classrooms at least twice in the fall and twice in the spring at a minimum. Collaboration opportunities will be provided to teachers at least twice a six weeks in either two or four hour blocks of time.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

State Adopted Evaluation Rubric – Sulphur Springs ISD continues to use the Professional Development and Appraisal System (PDAS) as the district approved instrument for appraising its teachers and identifying areas that would benefit from staff development. PDAS includes 51 criteria within 8 domains which reflect the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification. It is the understanding of the district that a new appraisal system from TEA will be unveiled during the upcoming school year. The district will make every effort to make a smooth transition as changes become mandated.

PDAS Domains and Rubric – The domains that are addressed in the PDAS rubric are: Active, Successful Student Participation in the Learning Process, Learner-centered Instruction, Evaluation and feedback on Student Progress, Management of Student Discipline, Instructional Strategies, Time/Materials, Professional Communication, Professional Development, Compliance with Policies, Operating Procedures and Requirements, and Improvement of All Students' Academic Performance.

Desire to Implement Additional Locally Developed Rubric – Because teacher and principal effectiveness is critical to educational reform and districts need to improve ways to assess performance and competence, Sulphur Springs ISD sees the need in developing additional tracking mechanisms that are reflective of research based best practices. (SMHC, 2009)

Therefore the desire of Sulphur Springs ISD is to utilize the resources from the EEIP grant funds to develop a locally defined rubric to check for additional domain norms that are aligned with local priorities based on campus and student needs. The rubric will be inclusive of and tied to the types of professional development offered to improve local student performance and close achievement gaps.

A locally developed rubric will help the teacher appraisal and evaluation to provide meaningful appraisals that encourage learning and growth (Hammond, & Rothman, 2011). Observers will be encouraged to analyze classroom instruction using a tracking system that will be locally developed. Domains of the Sulphur Springs ISD *Vested Interest in People (VIP)* program Rubric could include, but will not be limited to, the following criteria and possible stems:

Objectives and Expectations –	Student expectation visibly posted; Student expectation connects to curriculum and lesson; Student articulated learning goal; Student Partially articulating learning goal; Student could not articulate learning goal
Structures –	Small Group; Whole Group; Pairs; Individual; Cooperative Group; Lab Setting; Other
Instructional Strategies –	Clock Partner; Jigsaw-Semantic; Feature Analysis; Content Frame; KW-EL; Think-Pair-Share; Foldables; Mindstreaming; Two Column Notes; Graphic Organizer; Word Wall; Interactive Student Notebook; Pre and Post Reading Entries; No Research-Based Strategy; Other
Evidence of Learning –	Student discussion; Experiment, Worksheet: fill in the blank/multiple choice; Worksheet: open ended questions; Individual teacher/student interview; Dramatization/simulation; Report/presentation/essay; Teacher observation notes; Game; Reading; Journals; KWHL Chart; Performance tas (practice by doing); Project; Student writing/drawing; Formal assessment; Build a model; Manipulatives; Teaching others/immediate use; Audio-Visual; Teachers – demonstration; Teacher – directed question/answer; Teacher – directed lecture (little evidence); Problem Solving; Textbook Assignment; Lab; Critical questions; Other

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Technology Utilized by Teachers –	Word Processing; Spreadsheet; Brainstorming software; Web resources; Multimedia; Data collection tools; Interactive whiteboard; Curricular games; Learning games; Graphing calculators; Document camera; Alpha Smart; New item, None; Other
Technology Utilized by Students –	Word Processing; Spreadsheet; Brainstorming software; Web resources; Multimedia; Data collection tools; Interactive whiteboard; Curricular games; Learning games; Graphing calculators, None; Other
Questioning Strategies –	The rubric will allow for written comments in this section based on evidence as demonstrated during the observation.
Student Engagement –	The rubric will allow for written comments in this section based on evidence as demonstrated during the observation.

Multiple Observations for Teachers Throughout the School Year – The *Vested Interest in People (VIP)* program will build upon the required observations of PDAS by adding six 15 minutes observations to be completed by designated campus and district observers over the course of the instructional year. The 15 minute observations must take place at different times during the day and at varying points of the lesson and classroom schedule. Observation walk-throughs will present a more holistic view of the instructional practices of the teacher and depth of understanding of the students.

The *Vested Interest in People (VIP)* program will incorporate evaluations by additional campus and district level staff. Training of these people will not possible but for the EEIP grant funds. Additionally, the purchase of electronic tablets and video equipment to enable tracking of the teachers' and students' progress, provision of timely feedback, and self-evaluation will necessitate funding by this grant. Each of these components will enhance the current Professional Development and Appraisal System (PDAS) that is already in place by increasing our district's ability to track professional growth and to sync it with professional development that will benefit our students and encourage teacher effectiveness and growth.

Goals of Pre and Post Observation Meetings – Teacher self-assessments are provided through the required completion of the state created "Teacher Self-Report" form. This form's first section is to be completed by the teacher no later than three weeks after their initial teacher orientation for each year. It inquires about the TEKS which are directly taught in a teacher's classes, and the methods used by the teacher to assess students.

The second and third sections, which must be completed at least two weeks prior to the summative conference, ask the teacher to discuss instructional adjustments made during the year, methods used to monitor classroom performance and to offer feedback to students as well as those procedures implemented to address attendance and failures issues. The teacher is asked to include information regarding the professional development in which they have been involved in for the current school year and how it has been beneficial to them. In preparation for the summative evaluation, teachers are encouraged to include in this report information regarding three areas which they would like to target for professional growth in the future.

Implementation of a Suite of Electronic Applications – Sulphur Springs ISD has implemented a suite of applications from Eduphoria© in the 2013-2014 school year, including "Aware", "Forethought", "Workshop" and "PDAS", for analysis of results, teacher evaluation, and professional growth and development. District-wide adoption of this system has provided the means for teachers to begin creating a professional portfolio. Also, through "Aware", teachers have the capability to complete and submit their self-report, as well as to view their walk-through comments and summative evaluation results.

Digital Self Evaluation – The *Vested Interest in People (VIP)* program will add depth to the self evaluation progress by purchasing equipment that will allow the teacher to video tape their lessons and looks for ways to improve instruction. The teacher may also solicit the help of a Master Teacher to review the footage and provide suggestions that will not be directly tied to the post observation meetings. But without the grant funds this layer of self evaluation will not be possible.

People Trained and Deployed to Observe Teachers – Currently select campus administrators and directors conduct appraisal. Under the *Vested Interest in People (VIP)* program additional positions on the Instructional Career Pathways roles will be added to help conduct walkthroughs. Additional Central Office Administrators will be trained in the expanded observation role as well to expand the number of walk-throughs and observation in the classroom to provide timely feedback through the school year. Tablets will be used to provide feedback on the locally developed rubrics to where teachers are validated and can enhance instruction as need in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As professionals, teachers benefit from continuous improvement measures. The process of evaluation of teachers is crucial in providing data that will promote their growth, and in so doing, will be reflected in the progress of their students. Teacher appraisal and evaluation should provide meaningful appraisals that encourage learning and growth (Hammond, & Rothman, 2011). In 2005, The Harvard Graduate School of Education explored a network of professional learning where knowledge and learning was shared with other teachers within their field through a Teacher Learning and Leadership Program. Peer evaluations such as these could potentially be a source of those meaningful appraisals. Educational reform begins with our leaders and the system of accountability for those in leadership, both teachers and administrators would have high expectations that are based on diversity of the student population and the values of the families in the community (Wolk, 2011).

Presently, the Professional Development and Appraisal System (PDAS) is in place as Sulphur Springs ISD approved instrument for appraising its teachers and identifying areas that would benefit from staff development. PDAS includes 51 criteria within 8 domains which reflect the Proficiencies for Learner –Centered Instruction adopted in 1997 by the State Board for Educator Certification. The domains that are addressed in the rubric are: Active, Successful Student Participation in the Learning Process, Learner-centered Instruction, Evaluation and feedback on Student Progress, Management of Student Discipline, Instructional Strategies, Time/Materials, Professional Communication, Professional Development, Compliance with Policies, Operating Procedures and Requirements, and Improvement of All Students' Academic Performance.

Probationary teachers receive an annual evaluation – Those teachers who are no longer on a probationary contract are placed on a 3 year schedule, in which they are formally evaluated once every 3 years. Per local Board policy, "To be eligible for less-than-annual evaluations under the PDAS a teacher shall: 1. Be employed on an educator term contract; 2. Hold SBEC certification; 3. Be assigned in his or her certification area; and 4. Have served on the current campus for at least one year. Eligible teachers shall be appraised every three years. During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party." Formal evaluation must include a minimum of one 45-minute observation per year which is conducted by the campus Principal or Assistant Principal. Walkthrough visits may be made at the discretion of the appraiser and the documentation of information gathered during those visits must be shared with the teacher within 10 days. Summative evaluation conferences are held no later than 15 working days before the last day of instruction, and may be waived by the teacher. Board policy will be revised upon award of the EEIP grant from TEA.

Evidence that is sought to support evaluation results includes teacher self-assessment. This is provided through the required completion of the state created "Teacher Self-Report" form. This form's first section is to be completed by the teacher no later than three weeks after their initial Teacher orientation for each year. It inquires about the TEKS which are directly taught in a teacher's classes, and the methods used by the teacher to assess students. The second and third sections, which must be completed at least two weeks prior to the summative conference, ask the teacher to discuss instructional adjustments made during the year, methods used to monitor classroom performance and to offer feedback to students as well as those procedures implemented to address attendance and failures issues. Additionally, the teacher is asked to include information regarding the professional development in which they have been involved for the current school year and how it has been beneficial to them. In preparation for the summative evaluation, teachers are encouraged to include in this report information regarding three areas which they would like to target for professional growth in the future. Sulphur Springs ISD has implemented a suite of applications from Eduphoria® in the 2013-2014 school year, including "Aware", "Forethought", "Workshop" and "PDAS", for analysis of results, teacher evaluation, and professional growth and development. District-wide adoption of this system has provided the means for teachers to begin creating a professional portfolio. Also, through "Aware", teachers have the capability to complete and submit their self-report, as well as to view their walk-through comments and summative evaluation results.

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Additional evidence to support evaluation results currently can be accessed by administrators through yet another component of Eduphoria®, "Forethought". As an ongoing evaluation, they have the capability to view teachers' lesson plans and instructional documents. Further evidence is available that presently includes access by teachers and administrators to benchmark results, attendance data and vertical scale scores of students through the "Aware" and Skyward © programs. Skyward © also allows parents to view pertinent data such as grades and attendance electronically. Each of these allows stakeholders to make informed decisions about student success. This type of notification can occur, in some cases, overnight instead of the number of days required to collect, grade, and share assessment results with students. This efficient process provides time for instructors to quickly respond to student needs. This information allows teachers to supply timely interventions in improving student success and in modifying instruction as needed.

For the district's Dual Language classrooms and ESL classrooms, "Biliteracy and Literacy Walks" are currently taking place. These are brief visits made by the principals and the Director of Languages using a district created rubric that evaluates both environmental and instructional components within the classrooms. Components that are evaluated in each classroom include Posting of schedules, Language of the Day, Bilingual Pairs, Bilingual Learning Centers, Conceptual Refinement, Student Generated Alphabets, Interactive Word Walls, and Project Based Learning. A debriefing session is held with the campus principal, director and teachers following the visit to share ideas and concerns. This formative evaluation is effective in making adjustments that will be ongoing as recommendations are made to modify or improve the program to ensure that the highest of academic standards are achieved for students.

Improve methods to assess performance and competence of teachers in Sulphur Springs ISD. Qualitative and quantitative data should inform decisions made (SMHC, 2009). As we look toward the future, the *Vested Interest in People (VIP)* program could not implement the following evaluation programs but for the grant funds. These programs will be strategic in gathering and providing evidence necessary to support evaluation results. The *INOVA* © program interprets and decodes information to provide a more clear direction for optimized instruction. It brings the district meaningful and relevant data, and also helps in the allocation of resources and professional development for district staff. Through a value-added model, *INOVA* works to match students with the interventions they need, when they need it; thus, improving focus on instruction and efforts toward remediation. Another such program to be implemented, *The Tripod Project* ©, will allow the district to gather data from student evaluations of teachers. This data would indicate whether each classroom, building and district as a whole is a place where students feel safe, welcome and satisfied with their progress. These student evaluations will then be used to drive improvement. Educators will have access to high quality measures tied to each teacher that are quality assured and benchmarked against national norms. The 8 domains included in PDAS are based on the Proficiencies for Learner-Centered Instruction, and this program will specifically address data from the "learner" or student's perspective. Both *INOVA* and *The Tripod Project* offer the potential for gathering essential data that will exponentially improve our district's methods to assess performance and competence of our teachers.

The *Vested Interest in People (VIP)* program will incorporate a minimum of 6 additional 15 minute walk throughs of teachers conducted by Instructional Coaches and Mentor Teachers, as well as by campus administrators. Training of these people will not possible but for the grant funds. Additionally, the purchase of electronic tablets and video equipment to enable tracking of the teachers' and students' progress, provision of timely feedback, and self-evaluation will necessitate funding by this grant. Each of these components will enhance the current Professional Development and Appraisal System (PDAS) that is in place by increasing the district's ability to track professional growth and to sync it with professional development that will benefit all students and encourage teacher effectiveness and growth.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The accommodations that will allow for regular collaboration opportunities in Sulphur Springs Independent School District, within the school week for teachers to discuss and share pedagogical strategies, begins with **Professional Learning Community (PLC)**. Collaboration, as defined by DuFour, DuFour and Eaker (2002) is "a systematic process in which we work together interdependently to analyze and impact professional practice in order to improve our individual and collective results." Fullan writes in *Leading in a Culture of Change (2001)*, "collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things, they may end up being powerfully wrong."

In order to focus on the Vision Statement of Sulphur Springs ISD that we believe in "*Educating All Students to their Fullest Potential*," the following critical questions were asked as the collaborative teams were being formed:

1. What is it that we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

The next set of questions are related to the parameters of the **Collaborative Teams**:

1. How should the collaborative groups be organized?
2. How do we find time to collaborate?
3. How do we establish effective team processes?
4. How do we know if any of this is making a difference?
5. What is the best strategy for moving forward?

Collaboration – Multiple district stakeholders have analyzed successful schools and desire to personalize and replicate best practices to accelerate and personalize student achievement. Stakeholders have provided valuable input and insight into the development of the *Vested Interest in People (VIP)* application process of Sulphur Springs ISD to implement the Educator Excellence Innovation Program provided by the Texas Education Agency.

The desired outcomes for this **Team Learning Process** are to clarify the essential learning (skills, knowledge, dispositions) for each course/subject to ensure students have access to a *guaranteed and viable curriculum, unit by unit* (DuFour, DuFour & Eaker, 2013). In order to accomplish this level of collaboration, the teachers were given a minimum of one hour per week to collaborate by grade, course/subject or department. Pre-kindergarten through fifth grade has one hour planning per week per grade level per subject and an additional hour per six weeks for vertical alignment. These Team Meetings allow for vertical articulation by subject. Sulphur Springs Middle School and Sulphur Springs High School meet four times a week per course and meet an additional one hour a month with the Academic Specialist within each department. These meetings at the middle school and high school were accomplished by creating an additional planning time with an increase of a seven period day to an eight period day. Sulphur Springs ISD has instituted all of these opportunities, however, **but for the grant funds, more meaningful collaboration time will not be possible.**

The advantages to **Team Discussion of Essential Learning** is the creation of a much greater clarity regarding the interpretation of standards, consistency regarding the importance of standards and the time devoted to different standards (common pacing). The key advantage to common pacing creates the ability for the team to create common assessments and team interventions. This directly impacts a greater ownership and commitment to standards, which ultimately addresses the purpose of the **Educator Excellence Innovation Program**, to systematically transform district practices to improve effectiveness and efficiency to improve student learning and student academic performance.

Facilitating Sustained Professional Development – Sulphur Springs ISD has begun the process of transforming into a professional learning community that focuses on the work of collaborative teams to engage in systemic processes and promote learning for all. Sulphur Spring ISD has embraced the philosophy of professional learning communities and is committed to continuous improvement district wide. This year instructional leaders from each campus were trained in the Professional Learning Communities at Work Institute, with protocols developed by lead researchers Dr. Richard and Rebecca DuFour. Arrangements are already in place to host the PLC at Work Institute in Sulphur Springs for all teachers in the summer of 2014. This institute provides strategies for substantial and sustained school improvement.

The Sulphur Springs Early Childhood Learning Center, pre-kindergarten through transitional first grade has instituted focused intervention time called **What I Need (WIN)** time for one hour each day. From first grade through twelfth grade this time of focused intervention is called **Extended Learning Time (ELT)** and is during one period each day.

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Time in the School Week – According to researchers, building capacity for staff to function as a PLC, focus on learning, developing systems of interventions and enrichment and using student data to inform and improve classroom instruction are key factors to student success. Therefore, time was identified as important to the success of the PLC process. Prior to the 2013-2014 school year, the master schedules for every campus were evaluated and redesigned to allow for a daily team period in grades 6-12 in addition to the regularly scheduled conference time for the core subjects and common conference times for teams on all K-2 campuses. The K-5 campuses are employing additional creative solutions such as student rallies at the end of the day once every six weeks to allow teachers time to collaborate.

According to Marzano (2003) it is necessary to assess the current levels of curricula. Three levels evaluated are:

1. Intended: What we want them to learn
2. Implemented: What actually gets taught
3. Attained: What they actually learn

To be able to assess outcomes of the collaborative effects, the **Collaborative Teams** need to build **Valid Common Assessments**. The resources necessary to build valid common assessment include but are not limited to:

1. List of essential outcomes or pacing guides for each course or subject
2. Recommendations on high-quality assessments from Stiggins, Reeves, Ainsworth and William
3. Released items from state assessments
4. Data from past indicators of achievement
5. Types of alternative assessments: informal and formal, formative and summative

It is essential to agree on the criteria by which the quality of the student work will be judged and to determine that those can criteria consistently be applied with inter-rater reliability. Common formative assessments are to be developed per year, per course or content area. Every unit has an established target benchmark score that is sufficiently rigorous to ensure success on high stakes assessments. The results are analyzed to identify and implement improvement strategies (DuFour, DuFour & Eaker, 2013).

According to DuFour, DuFour and Eaker (2013), there are **Seven Keys to Effective Collaborative Teams**:

1. Embed collaboration in routine practices of the school with a **Focus On Learning**
2. Schedule time for collaboration into the school day and school calendar
3. Focus collaborative teams on critical questions
4. Make products of collaboration explicit (Katzenbach & Smith, 1993)
5. Establish team norms to guide collaboration (Blanchard, 2007)
6. Pursue specific and measurable team performance goals
7. Provide teams with frequent access to relevant information

On the **Continuum of Building Collaborative Culture through High-Performing Teams** (DuFour, DuFour & Eaker, 2013), there are five indicators to assess district implementation. Sulphur Springs Independent School District has entered the fourth indicator. The five indicators are:

1. **Pre-Initiating** are teachers who work in isolation with no place or time to collaborate
2. **Initiating** happens when teachers are encouraged but not required to work collaboratively
3. **Implementing** districts have assigned collaborative teams and provided time during the contractual day, however teams are unclear how to use the collaborative, unfocused on essential outcomes and team meetings are not a productive use of time
4. **Developing** is the indicator that Sulphur Springs Independent School District has reached in its first year of Professional Learning Community implementation. Teachers have been assigned into collaborative teams and have been provided time to collaborate on a weekly basis. They are focused on topics that have a positive impact on student achievement, based on the benchmarks given in the fall.
5. **Sustaining** in order to develop a deeply engrained school culture whereby collaboration is seen as the engine that drives school improvement, funds would be needed to allow for additional collaborative team planning, which would not be possible, **but for the grant funds**, that **Vested Interest in People (VIP) program** could be realized as *the local educator excellence plan* for Sulphur Springs ISD.

The superintendent, assistant superintendents, directors, campus administrators and teachers are all committed to **Collaborative Teaming**. There is a real desire in Sulphur Springs Independent School District to effect positive teacher growth by training and collaboration and to improve student learning and academic success. Many of our teachers were students in Sulphur Springs Independent School District and returned to the district because of the "Grow Your Own" district attitude.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Collaboration – Multiple district stakeholders have analyzed successful schools and desire to personalize and replicate best practices to accelerate and personalize student achievement. Stakeholders have provided valuable input and insight into the development of the *Vested Interest in People (VIP)* application process of Sulphur Springs ISD to implement the Educator Excellence Innovation Program provided by the Texas Education Agency.

Facilitating Sustained Professional Development – In an effort to support and promote a climate of high expectations, Sulphur Springs ISD has begun the process of transforming into a professional learning community that focuses on the work of collaborative teams to engage in systemic processes and promote learning for all. Sulphur Spring ISD has embraced the philosophy of professional learning communities and is committed to continuous improvement district wide. This year instructional leaders from each campus were trained in the Professional Learning Communities at Work Institute, with protocols developed by lead researchers Dr. Richard and Rebecca DuFour. Arrangements are already in place to host the Professional Learning Communities at Work Institute in Sulphur Springs for all teachers in the summer of 2014. This institute provides strategies for substantial and sustained school improvement.

Time in the School Week – According to researchers, building capacity for staff to function as a PLC, focus on learning, developing systems of interventions and enrichment and using student data to inform and improve classroom instruction are key factors to student success. Therefore, time was identified as important to the success of the PLC process. Prior to the 2013-2014 school year, the master schedules for every campus in the district were evaluated and redesigned to allow for a daily team period in grades 6-12 in addition to the regularly scheduled conference time for the core subjects and common conference times for teams on all K-2 campuses. The K-5 campuses are currently employing additional creative solutions such as student rallies at the end of the day once every six weeks to allow teachers additional time to collaborate.

Assessments and Data Driven Decisions – In order to enhance the effectiveness of the professional collaboration in teams, all core teachers have received training in Margaret Kilgo's processes for standards analysis and data driven decisions. Team leaders have been established for all instructional teams.

Future Professional Development – Aspects shown to be central to successful professional development bridge the gap between the ideal learning environment and the day to day practice (OECD, 2011). These leaders have received a limited amount of district developed leadership training. In order to develop teacher leaders who are equipped with the necessary skills and tools to effectively facilitate professional development through collaboration, Sulphur Springs ISD will need to implement a fully developed *VIP* Curriculum Leadership Training program for all team leaders district wide.

Sulphur Springs ISD will enhance the commitment to high levels of learning for all by increasing the time during the school day for campus level PLC meetings. *Vested Interest in People (VIP)* will provide teams with the time to meet twice each six weeks to address specific issues impacting student success. The half-day sessions will also be used to provide professional development based on observations and assessment results in an effort to increase the effectiveness of instruction and student learning. Extra time will be used for vertical PLC teams to collaborate with a focus on addressing grade-level gaps in student learning and to guarantee that foundational learning is taking place.

Formal Observation and Assessment – Teachers will engage in reflective practices by analyzing self-made teacher videos, peer to peer observations and participating in professional dialogue regarding observation results. In addition to professional development and reflective practices, teachers will evaluate student assessment data from state assessments, local curriculum checkpoints and will plan formative assessments for upcoming units in an effort to increase student learning.

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On Demand Professional Development – Professional Development should be anchored in teachers' reality sustained over time and should be aimed at creating peer collaboration (Chang, & Pang, 2006). Real time professional development will also be enhanced through the addition of Instructional Coaches. These coaches will spend time in real classroom situations in order to model best practices for instruction, as well as conduct observations and discuss findings with teachers through individual coaching sessions. Coaches will be able to provide sustained professional development for all teachers through goal setting and reflective practice throughout the school year.

Through the implementation of Career Pathways, Sulphur Springs ISD will also begin the development of teams of Instructional Coaches on every campus. In addition to the hiring and development of instructional coaches, Sulphur Springs ISD also intends to create numerous demonstration classrooms in which teachers can observe the practice of master teachers on a regular basis. Model induction programs support novice teachers in the transition to full-time professional teachers (OECD, 2011). Release time will be provided through the use of regular, highly trained substitute teachers to allow teachers to visit demonstration classrooms.

Increase in Equity for Teaching and Learning – This will be strengthened as teachers are better prepared to be culturally responsive. Staff development will be focused on improving learning within a diverse, multicultural community. The outcomes, content, and activities of any learning activities for staff and students must be grounded in the multicultural context that characterizes Sulphur Springs ISD.

Effective Professional Learning – This will be reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around professional practice. Professional development will be a part of daily living, not a compartmentalized activity. Since professional learning is embedded within practice, it will become part of daily routine with shared discussions about student learning and student products. It will also include more formalized mentoring and coaching, meetings, study groups, and examination of evidence from informal assessment strategies during the regular school week. Effective professional development must be on-going, include training, practice, feedback and follow-up with in class support (OECD, 2011).

Teachers will explore and understand the influence of individual cultural identity and values on individual and systems practices, and expand their professional knowledge of the socio-cultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula. Teacher learning should be integrated within the curriculum, in the teacher's actual instructional setting, foster collaboration, incorporate individual teacher expertise and be sustained over the teacher's career (Rebora, 2012).

Equity in teaching and learning will result in the use of a cultural perspective in the examination and improvements to the content and process of instruction for all learners. Equity will build sustainable educational communities focused on improving learning outcomes for all students and their families, particularly those students who are members of cultural and linguistic minorities (Based on Kozleski, 2005, p. 7).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Differentiated Compensation Plan – There is evidence that more young adults would consider teaching as a profession, if it offered more opportunities for advancement (Johnson et al., 2004). Furthermore, teachers, on average, earn 12 percent less, per week, than the combined salary for similar professions (Allegretto, Corcoran & Mishel, 2004). With this in mind, Sulphur Springs ISD has developed a *Vested Interest in People (VIP)* program differentiated local compensation plan to be implemented based on improving student performance and enhancing the development of teacher pedagogical growth. But for the grant funds, implementation of an Instructional Leader Pathway for Sulphur Springs ISD will not be possible. **Teacher/Observer** – *In preparation to become a Mentor Teacher, a teacher will complete 12 hours of classroom observation and 6 hours of technology training. This is in addition to current Exchange Time Professional Development.*

Personal Growth – 12 hours of classroom observation
6 hours in technology

Compensation – 0 dollars above the district pay scale for years of experience. *Except for the grant funds this position cannot have release time to go and observe effective teachers during the regular school week.*

Mentor Teacher – *Once a teacher moves into the role of Mentor Teacher, the instructor will complete 18 hours of preparation training then undertake responsibilities commensurate to the position.*

Personal Growth – 6 hours in technology

6 hours of instructional best practices

6 hours of electives based on the instructional position, expertise and research interests

Responsibilities – Responsibilities of Mentor Teachers are:

- Attend New Teacher Academies with the mentee; Conduct weekly meetings with the mentee; Allow for class observations by the mentee and follow-up discussions; Provide resources in response to questions and areas of concern of the mentee; Observe mentee and provide feedback on classroom management, pacing, and content

Compensation – \$500 annually based upon documented successful completion of roles and responsibilities

Implementation – 61 mentors are needed to help with teachers who have five years or less teaching experience. 75 mentors will be needed in year two for inexperienced and marginal teacher mentoring. *Except for the grant funds these positions cannot be established, properly trained, and truly implemented as an earnest support system for new hires and meaningful retention efforts.*

Team Leader – *Once a teacher moves into the role of Team Leader, the instructor will complete 24 hours of preparation training then undertake responsibilities commensurate to the position.*

Personal Growth – 6 hours in technology

6 hours of instructional best practices

12 hours of electives based on the instructional position, expertise and research interests

Responsibilities – Responsibilities of the Team Leaders are:

- Attend curriculum development meetings throughout the year; Facilitate weekly team meetings; Review and strengthen documents associated with grade and subject level curriculum development; Provide resources in response to questions and areas of concern from teachers; Provide resources to strengthen instructional practices

Compensation – \$750 annually based upon documented successful completion of roles and responsibilities.

Implementation – 31 team leaders are currently in place that do not receive any form of compensation or training. 32 mentors will be needed in year two for full implementation of the VIP program. Although the positions have been in place for the first time in the 2013-2014 school year there have not been adequate resources to train and pay a stipend for work performed, *except for the grant funds this will only be wishful thinking instead of a purposeful and rewarding reality.*

Master Teacher – *Once a teacher moves into the role of Master Teacher, the instructor will complete 48 hours of preparation training then undertake responsibilities commensurate to the position.*

Personal Growth – 6 hours in technology

18 hours of instructional coaching

24 hours of electives based on the instructional position, expertise and research interests

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Responsibilities –	Responsibilities of Master Teachers are: <ul style="list-style-type: none"> • Attend curriculum development meetings throughout the year; Establish a Model Classroom; Review and act as a resource for videos of teacher's self evaluation; Host observers in model classroom setting through the course of the school year; Observe classroom instruction and provide resources to strengthen instructional practices
Compensation –	\$1,000 annually based upon documented successful completion of roles and responsibilities
Implementation –	<i>Except for the grant funds</i> these positions and the model classrooms cannot be established. VIP will cultivate and implement 25 Master Teachers in years 1 and 2. To receive the Texas Master Teacher Certification in math, science, reading or technology would necessitate satisfactory completion of one knowledge-base and skill-based course of instruction and one field-based practicum as prescribed through an approved educator preparation program. The Master Teachers will create a model classroom to share with campus teachers and also invite teachers to team teach with them. This allows professional development to be connected to teachers' reality and creates peer collaboration (Chang & Pang, 2006).
Department Chair – <i>Once a teacher moves into the role of Department Chair, the instructor will complete 60 hours of preparation training then undertake responsibilities commensurate to the position.</i>	
Personal Growth –	6 hours in technology 6 hours of instructional coaching 6 hours of instructional best practices 18 hours of electives based on the instructional position, expertise and research interests
Responsibilities –	Responsibilities of Department Chairs are: <ul style="list-style-type: none"> • Attend curriculum development meetings throughout the year; Model and coach teachers utilizing best instructional practices and latest technology application; Provide instructional resources in response to questions and areas of concern; Strengthen classroom management; Assist teachers in diversifying learning for all students; Observe classroom instruction and provide resources to strengthen instructional practices
Compensation –	\$1,250 annually based upon documented successful completion of roles and responsibilities
Implementation –	8 Department Chairs are currently in place at SSHS who do not receive payment for administrative duties such as ordering. Their duties need to be much more broad and comprehensive in scope. <i>Except for the grant funds</i> these positions cannot be established, properly trained, and truly implemented as a support system at the high school level.
Instructional Coach – <i>Once a teacher moves into the role of Instructional Coach, the instructor will complete 60 hours of preparation training then undertake responsibilities commensurate to the position.</i>	
Personal Growth –	6 hours in technology 6 hours of instructional coaching 6 hours of instructional best practices 18 hours of electives based on the instructional position, expertise and research interests
Responsibilities –	Responsibilities of Instructional Coaches are: <ul style="list-style-type: none"> • Attend curriculum development meetings throughout the year; Model best instructional practices; Lend themselves to teachers for blocks of time in the classroom setting (Co-Teach); Assist teachers in diversified learning for all students; Observe classroom instruction and provide resources to strengthen instructional practices; Manage certain aspects of the educational suite of applications used by teachers; Evaluate instructional resources; Communicate content area updates to teachers; Facilitate the planning of interventions and lessons during team meetings; Avoiding assistance to teachers through results based approaches; Plan and deliver on-going professional development to improve classroom instruction, performance and engagement.
Compensation –	\$3,000 stipend above base pay and additional days from 187 to a 226 day contract.
Implementation –	5.5 additional instructional coaches are being requested to expand the efforts of the 2.5 Instructional Coaches that are currently in place. <i>Except for the grant funds</i> these positions cannot be added to provide more real time access to teachers at all grade levels throughout Sulphur Springs ISD.
Continued Pedagogical Growth – Although stipends are not requested for Academic Specialists, Principals as Instructional Leaders, or Instructional Coaches, <i>Vested Interest in People (VIP)</i> program training modules have been developed. <i>Except for the grant funds</i> these positions cannot be adequately trained to support the ever evolving level and sophistication of the new instructional leadership pathways locally designed to be implemented by Sulphur Springs ISD who has <i>Vested Interest in People</i> , the greatest of resources.	

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruitment and Hiring Process – Sulphur Springs ISD has developed a process to effectively recruit and select the best teachers to work with and support the needs of 4,268 students at eight campuses throughout the district. Sulphur Springs ISD recognizes that the instructional staff is its most valuable resource and places significant importance on the teacher recruitment and selection process. Therefore recruitment and hiring is a collaborative process involving teachers, administrators, and the Human Resources Department. Staffing decisions are based on individual school demands influenced by factors such as student needs, staff dynamics, and desired expertise and skills.

Enhanced Salary Incentives – Pay Scales for the district have been realigned and are more competitive for recruiting highly trained new teachers and effective experienced teachers who want to join the efforts of educating students in Sulphur Springs ISD. Among the most important organizational features of rural schools that directly affect teacher recruitment and retention are teacher workloads and teacher salaries (Monk, 2007). In 2012-2013 the teacher salary with zero years experience was only \$4,370 above the state base. The new pay scale is a two year phase in process. The year one interim step for 2013-2014 has a new teacher with zero years experience now making \$8,175 above state base. In 2014-2015 the same teacher with zero years experience will be making \$11,180 above state base.

Previous Teaching Experience – Effective teachers with 20 plus years of experience are highly sought after as well. Compensation plans are in excess of \$10,000 above the state base for teachers with 30+ years of experience who come with a proven track record of highly effective classroom instructional skill sets.

Cultural diversity is facilitating greater emphasis on minority representation among the staff as well as more resources for Bilingual/ESL programs. There have also been major philosophical shifts in management practices. There is an increased focus on providing more opportunity for the all instructional staff to become much more involved in the decision-making process that influences recruitment and selection.

Quality of the Education Program Attended – Sulphur Springs ISD attends more than 20 job and recruitment fairs a year throughout Texas seeking to obtain the highest qualified applicants throughout the state. Recruitment takes place, but is not limited to the following universities: Texas A&M at Commerce, San Angelo State University, Texas Women's University, University of North Texas, University of Texas at Tyler, and Texas Tech to name a few. Sulphur Springs ISD also recruits in Southeastern Oklahoma and Northwestern Louisiana.

Signing Bonuses – Sulphur Springs ISD currently offers signing bonuses and stipends for faculty in content areas with the greatest need which has been math, science, bilingual education, and special education. Information regarding sign-on bonuses for high need subject areas can be downloaded from the district web site.

Early Hiring Practices – Early hiring practices provide a realistic job preview, sufficient preparation for the school year and are aligned with teacher satisfaction (Liu, McCarthy & Guiney, 2004). A local early retirement bonus of \$1,000 is given to teachers who plan to retire and make Sulphur Springs ISD aware of their decision by January 31 of each calendar year. A \$500 bonus is given to paraprofessionals who give early notice. This incentive allows Sulphur Springs ISD to seek highly qualified candidates early in the spring. Early hires are then able to participate in summer professional development and get acclimated to the area before the school year begins.

Quality of the Applicant – According to District Administration Magazine, "Partnerships with regional teacher preparation programs can be especially beneficial for hard-to-staff schools and schools in rural or urban settings... Such partnerships can support a 'grow-your-own' approach by establishing pathways to the teaching profession for local high school students, out of field teachers, school paraprofessionals and second-career adults. This approach increases the pool of teacher candidates who are motivated to seek local employment because of ties to the community" (Edvantia, July 2007).

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Sulphur Springs ISD is in rural east Texas. Part of seeking quality applicants is a locally developed paraprofessional scholarship program that has been in place for 11 years referred to as *KEYS – Knowledge and Education for Years of Success*. *KEYS* is voluntarily funded by teachers and administrators for paraprofessionals within Sulphur Springs ISD who desire to become a teacher in Sulphur Springs ISD. Paraprofessionals can make application for scholarships three times a year for fall, spring, and summer semesters. The average scholarship is \$300 per semester.

Teacher labor markets tend to be highly localized and teachers want to teach in schools near where they grew up (Boyd, 2007). One way to “increase” the localized teacher market is a “grow your own” strategy (Monk, 2007). The closer to graduation the paraprofessional gets, the greater the scholarship award from a selection committee comprised of teachers and paraprofessionals. Since the inception of *KEYS*, more than 30 highly qualified paraprofessionals have joined the ranks of effective teachers within Sulphur Springs ISD. This program is truly reflective of *Vested Interest in People (VIP)* and helps the district hire people who are strongly committed to students and the community as a whole.

Reports from research suggest a teacher’s hiring experience may have influence on job satisfaction and retention (Liu, McCarthy & Guiney, 2004). After assembling an applicant pool based on the **quality of the applicant, education program attended, and previous teaching experience**, a selection process takes place at the campus level. Specific candidates are interviewed on campus by administrators and fellow faculty members with whom they will be working. Thorough reference checks take place, and final interviews are conducted. Recommendations are then made to the local Board of Education. Upon approval, successful applicants are then selected and notified. Realistic, comprehensive and accurate job previews were a statistically significant predictor of job satisfaction (Liu, 2004).

Future Recruitment Efforts – Upon successful acquisition of the EEIP Grant, Instructional Career Pathways will become a pivotal piece of recruiting new teachers to Sulphur Springs ISD. There is evidence that more young adults would consider teaching as a profession, if it offered more opportunities for advancement (Johnson et al., 2004). Sulphur Springs ISD stakeholders developed Instructional Pathways to attract teachers who want to advance and make a difference. But for the grant funds, the *Vested Interest in People (VIP)* program cannot happen.

Teacher/Observer –	0 dollars above district pay scale for years of experience; however, they will participate in a minimum of 12 hours of classroom observation and 6 hours of technology training above current Exchange Time professional development.
Mentor Teacher –	\$500 annually based upon documented successful completion of roles and responsibilities listed on Schedule #16, Statutory Requirement 6 of the application in addition to 18 hours of preparatory professional development.
Team Leader –	\$750 annually based upon documented successful completion of roles and responsibilities listed on Schedule #16, Statutory Requirement 6 of the application, in addition to 24 hours of preparatory professional learning.
Master Teacher –	\$,1000 annually based upon documented successful completion of roles and responsibilities in the demonstration classroom and others duties as listed on Schedule #16, Statutory Requirement 6 of the application, in addition to 48 hours of preparatory professional learning.
Department Chair –	\$1,250 annually based upon documented successful completion of roles and responsibilities listed on Schedule #16, Statutory Requirement 6, in addition to 60 hours of preparatory professional learning.
Instructional Coach –	\$3,000 annual stipend and additional days (from 187 to 226) based upon documented successful completion of roles and responsibilities listed on Schedule #16 Statutory Requirements 7 and 8 of the application, in addition to 60 hours of preparatory professional learning

Sulphur Springs ISD will in no way use grants funds to pay teachers to attend training. The intent is to adequately train teachers, by paying for training that will have a positive effect on implementing Instructional Leadership roles efficiently and with the tools needed so that everyone experiences greater degrees of instructional success which will in turn improve student performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In respect to the planning and implementation of multiple career pathways for classroom teachers that provide opportunities for advancement, it is imperative to consider what type of opportunities not only attract and retain talented professionals, but develop and motivate those individuals (Annenberg Institute, 2010). Johnson et al. (2004) found that almost none of the teachers surveyed expected to always remain within the classroom. The five areas that attract, retain, develop and motivate teachers are, according to the Annenberg Institute (2010), powerful opportunities for professional growth, the ability to collaborate with peers during the school day, fair and rigorous classroom evaluations to identify and improve teaching skills, school based professional development led by expert mentor teachers in order to analyze student needs and identify strategies for student learning and have the opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally without leaving the classroom.

There are two pathways within Sulphur Springs ISD at this time. One pathway is based on leadership opportunities for classroom teachers directed toward administrative positions. The other pathway is based on leadership opportunities directed toward instructional positions. Recent research (Henke, Chen et al., 2000; Johnson et al., 2004; Little & Bartlett, 2001) found that teachers want to take on additional responsibilities and roles as they gain experience.

Our **Administrative Leadership Pathway** begins with the teacher as they are evaluated through a yearly formal assessment as well as multiple informal assessments throughout the year. Upon successful completion of their first year, based on their informal and formal summative evaluations, a teacher could be designated as a **Mentor Teacher**. Currently, the Mentor Teacher is more of a "buddy system" for new teachers who have questions about the campus or courses taught. The next step on the administrative pathway is to move from a Mentor Teacher to a **Team Leader**. A Team Leader is assigned to each campus, attends curriculum meetings and manages documents associated with curriculum development. The **Department Chair** is the next step on the administrative pathway at the middle school and high school. Responsibilities associated with this position include management of the departmental budget; acting as a liaison between teachers and campus administrators and coaching teachers in the department on best practices. In many instances, the Department Chair does not have a desire to leave the classroom. That would result in allowing the Department Chair to continue in this leadership role which includes a decrease in the instructional load, in order to have time for the administrative requirements. Each campus has an **Academic Specialist** who brings curriculum and administration together as an Assistant to the Principal. At campuses other than middle school and high school, the position of Academic Specialist would follow the Team Leader. The Academic Specialist does not have classroom responsibilities and is involved in the evaluation of teachers, the campus dissemination of district curriculum and plans with the teachers during a shared planning session. The next and final step on this Administrative Pathway is **Principal**. These types of differentiated roles are perceived as promising to future opportunities and lead to job satisfaction and retention (Smylie & Denny, 1990).

The **Instructional Leadership Pathway** follows the Administrative Pathway from Teacher to Mentor Teacher to Team Leader. Once a Teacher becomes a Team Leader, they choose an Administrative or Instructional Pathway. The Instructional and Administrative Pathways have various opportunities for experienced teachers. Johnson et al. (2004) indicates that districts are offering programs to new teachers but experienced teachers also desire to have programs and expanded roles available to them. Once the teacher decides that they want to expand their instructional role, there are **District Instructional Coordinators** for math, science and English as a Second language (ESL). Beyond the Instructional Coordinator's position, there is a **District Curriculum Director**, **District Director of Professional Development** and a **District Director of Languages**, which includes Bilingual/Dual Language Enrichment, ESL and Languages Other than English (LOTE).

This is where the teacher's knowledge of self or metacognition is valuable to the district. Metacognition is central to differentiating the quality of teachers, so that expertise may be not only a mastery of subject area knowledge but understanding of one's own knowledge as it relates to students as holders of information and to generating knowledge in the field of education (Lytle & Cochran-Smith, 1994). These research findings become a component of the **District Professional Development Plan**. *Vested Interest in People* could not implement the following Professional Development/training, but for the grant funds. The training becomes strategic in preparation for moving through the steps

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as well as once within a new step, continuing to gain insight for that step. **Professional Development will be offered in the district's Professional Development Center, on campuses, in classrooms and through Blended Instruction in e-courses. All Professional Development hours are clock hours.**

In preparation to become a *Mentor Teacher*, there would be twelve hours of classroom observation and six hours of training in technology. Once a teacher moves into the role of Mentor Teacher, there would be eighteen hours of training including six hours in technology, six hours of instructional best practices, and six hours of electives based on the teacher's instructional position, expertise and research interests. The Mentor Teachers would also attend the New Teacher Academies with the mentee and set up weekly meetings with the mentee. A *Team Leader* would have twenty-four hours of training, including six hours in technology, six hours in instructional best practices and twelve hours of electives in areas of instructional expertise and research interests. The Team Leader would also be expected to attend curriculum development meetings throughout the year, share information with their campus and manage documents associated with district curriculum development. The step to *Department Chair* would have thirty six hours of training. That training would include six hours in technology, six hours of instructional coaching, six hours in instructional best practices and eighteen hours of electives in areas of instructional expertise and research interests. The additional responsibilities of the Department Chair are to manage the department budget, act as a liaison between teachers and campus administrators and coach teachers in the department on instructional best practices. The *Academic Specialist* would complete sixty hours of training, which would include six hours in technology, twenty four hours in instructional coaching, fifteen hours of classroom observations and fifteen hours of electives in areas of instructional expertise and research interests. A *Principal* would complete sixty hours of training, which would include six hours in technology, twenty four hours in instructional leadership, fifteen hours of classroom observations and fifteen hours of electives in areas of instructional leadership expertise and research interests. These hours would go toward the certificate renewal requirement of 200 clock hours during each five year renewal period.

Sulphur Springs ISD would like to add two instructional steps between Team Leader and Coordinator. *Vested Interest in People* would make these otherwise impossible additions possible. The steps would be **Master Teacher** and **Instructional Coach**. The Master Teacher would have a **Demonstration Classroom** based on best instructional practices. There would be a Master Teacher in a Demonstration Classroom on each campus. The Instruction Coach would be a campus position that would build capacity within the district by providing peer coaching to teachers on each campus in coordination with the Master Teacher through the Demonstration Classroom, in classroom visits including team teaching and modeling of best instructional practices.

A *Master Teacher* will be expected to complete forty eight hours of training, which includes six hours of technology, eighteen hours of instructional coaching and twenty four hours of electives in areas of instructional expertise and research interests. To receive the Texas Master Teacher Certification in math, science, reading or technology would necessitate satisfactory completion of one knowledge-base and skill-based course of instruction and one field-based practicum as prescribed through an approved educator preparation program. The Master Teacher would create a model classroom to share with campus teachers and also invite teachers to team teach with them. This allows professional development to be connected to teachers' reality and creates peer collaboration (Chang & Pang, 2006). Teacher learning should be integrated within the curriculum, in the actual instructional setting, as this will foster collaboration and incorporate the Master Teacher expertise and is sustainable over teachers' careers (Rebora, 2012). An *Instructional Coach* would complete sixty hours of training, which would include six hours in technology, twenty four hours in instructional coaching, fifteen hours of classroom observations and fifteen hours of electives in areas of instructional expertise and research interests. The Instructional Coaches would provide classroom coaching support on the instructional environment and instructional practices. Bridging the gap between the ideal learning environment and day to day practice are shown to be central to successful professional development offerings (OECD, 2011). They would also offer survey based professional development/training on special interest topics to teachers on each campus. The Instructional Coach would also assist in campus based Action Plans.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.
Sulphur Springs ISD will NOT be seeking a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable.
Sulphur Springs ISD will NOT be seeking a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.
Sulphur Springs ISD will NOT be seeking a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.
Sulphur Springs ISD will NOT be seeking a waiver.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sulphur Springs ISD has conducted an internal needs assessment of systems with regard to induction and mentoring, evaluation measures, professional development and collaboration, strategic compensation and retention, recruiting and hiring, and career pathways. This has been completed by multiple stakeholders in an earnest effort to identify weaknesses, but for the grant funds, the local educator excellence plan as outlined below entitled *Vested Interest in People (VIP)* cannot be implemented.

Induction and Mentoring – There are currently 2.5 Instructional coaches to meet the needs of a district with 4,268 students. (One campus does not have an Academic Specialist due to lack of funds.) Team Leaders were established during the 2013-2014 school year without training, time, or compensation for responsibilities. Sulphur Springs ISD does not have career pathways in place for Mentor Teachers, Master Teachers, or Instructional Department Chairs in place and cannot do so without TEA EEP grant funds as the local dollars have been stretched to capacity. But for the grant funds, the local educator excellence plan as outlined below entitled *Vested Interest in People (VIP)* cannot be implemented

- Hire 5.5 FTE Instructional Coaches – 2 @ elem., 2 @ middle and 1.5 at high (\$323,266 – Y1; \$331,348 Y2)
- Secure 1.5 additional Academic Specialist for there to be one at every campus to strengthen pedagogy (95,372 – Y1; \$97,576 – Y2)
- Seek, train, and provide stipends for the following instructional leaders commensurate to their roles and responsibilities:
 - 61 Mentor Teachers in Year #1 and 75 in Year #2 (\$30,500 + fringe – Y1; \$37,500 + fringe – Y2)
 - 31 Team Leaders in Year #1 and 32 in Year #2 (\$23,250 + fringe – Y1; \$24,000 + fringe – Y2)
 - 25 Master Teachers, (\$25,000 + fringe – Y1; \$25,000 + fringe – Y2)
 - 8 Department Chairs for enhanced instructional responsibilities and accountability (\$10,000 + fringe – Y1; \$10,000 + fringe – Y2)
- Utilize research based induction resources to support new teachers and build in house capacity to include demonstration classrooms. (\$57,000 – Y1; \$33,000 – Y2)

Evaluation Measures – But for the grant funds none of the desired evaluation measures listed below will be possible.

- Improve efficiency of teacher practices by training additional in-district evaluators to provide timely and frequent feedback for 2 additional observations per semester using 24 tablets as a data tracking source of documentation and follow-up communication (\$11,736 – Y1; \$11,736 – Y2)
- Implement a program comparable to or better than INOVA to evaluate growth measures through vertical scales scores and mathematical charting (\$29,518 – Y1; \$29,518 – Y2)
- Survey students about relational strategies of teachers during instruction through something comparable to or better than Tripod Project digital inquiries (\$30,000 – Y1; \$30,000 – Y2)
- Implement video self evaluation practices for instructional staff to monitor and adjust flow of content (\$14,000 – Y1)

Professional Development and Collaboration – But for the grant funds collaboration and release time during the regular school week will not be possible.

- Secure more skilled substitutes (ie. successful former teachers) to promote instruction in the classroom while teachers are training and collaborating (\$100,000 – Y1; \$100,000 – Y2)
- Restructure instructional time to allow for collaborative team meetings (See Above)
- Provide specific sustained training over the course of a year to strengthen understanding and implementation of skills to improve instruction utilizing instructional leaders listed above (\$41,790 – Y1; \$43,700 – Y2)
- Conduct follow-up training with Instructional Coaches visiting classrooms & Team Leaders providing additional resources to support effective teaching practices through collaboration (\$37,750 – Y1; \$24,900 – Y2)

Strategic Compensation, Retention, and Career Pathways – But for the grant funds career pathways and stipends will be cost prohibitive. (Extra Duty Pay \$166,751 – Y1; \$183,280 – Y2)

- Develop and implement career pathways that allow teachers to grow in knowledge and responsibility while modeling best practice instructional strategies to peers including peer observations with timely feedback and support
- Provide graduated stipends commensurate with the level of responsibility for each career pathway selected

Recruiting and Hiring – But for the grant funds the district will fall further behind in recruiting and retention efforts.

- Improve recruiting materials including ways to market the benefits of a rural geographical area (\$6,500 – Y1; \$4,200 – Y2)
- Employ Talent Ed, a digital process for receiving applications and resumes on-line (\$3,800 – Y1; \$2,800 – Y2)
- "Grow Our Own" educators by recruiting locally among students and paraprofessionals (\$3,000 – Y1; \$3,000 – Y2)

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-901

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Timeline	Activity	Expected Outcomes
04/01/2014 – 04/21/2014	Develop clearly defined Career Pathways	Provide clear and feasible plans and pathways for teacher career success.
04/07/2014	Submit Local Budget and Press Release	Provide stakeholders with information.
04/07/2014	Post Funded Positions and Conduct Interview Processes	Recruit highly effective employees.
04/14/2014 – 02/14/2015	Schedule trainers for on-site instruction and professional development	Educators will receive training to improve and enhance instructional effectiveness.
04/21/2014 – 07/30/2014	Formally Implement Career Pathway Choices	Define and record viable options for Teacher Career Pathways.
05/01/2014 – 06/30/2014	Seek and train 61 mentor teachers to work with new and marginal teachers	Supporting new and marginal teacher success and instructional learning.
05/05/2014	Submit Hiring Recommendations to the Board of Education	Hire highly qualified and highly effective teachers and paraprofessionals.
05/05/2014 – 05/30/2014	Restructure campus schedule to allow for more collaborative meetings during the school week	Teachers will be able to work during the school week to improve instructional effectiveness.
05/12/2014 – 06/19/2014	Order tablets for classroom observations, video equipment for self evaluation, and items needed for demonstration classrooms	Improve teacher success and effectiveness.
05/12/2014 – 06/19/2014	Purchase research based induction resources, a program that will retrieve electronic applications for recruitment, and multi-media for use in recruitment fairs.	Establishment of an efficient application management system to manage, retrieve, and review employment applications.
05/12/2014 – 06/19/2014	Secure systems that will provide electronic measures of vertical scale scores for students, and digital surveys that measure teacher relational instructional effectiveness with students.	Teacher self evaluation will be made more effective with student feedback.
06/01/2014 – 01/15/2014	Improve hard copies of recruiting materials	Recruiting materials will be revised in order to attract highly effective and qualified teachers.
06/09/2014 – 03/12/2015	Solicit effective former teachers as substitutes for release time of teachers for collaboration	Mentee teachers will be able to observe Mentor and Master Teachers while students receive high quality instruction from substitute teachers.
07/01/2014 – 07/31/2014	Strengthen skill sets of 31 Team Leaders through sustained professional development	Provide Team Leaders with tools and knowledge to effectively lead PLCs.
08/01/2014 – 06/30/2015	Utilize digital media when recruiting teachers	Increase efficiency and effectiveness of information management.
08/01/2014 – 06/30/2015	Meeting with Academic Specialist and discuss correction actions as needed (Bi-monthly)	Monitor effectiveness and lend support.
08/01/2014 – 06/30/2015	Monitor Progress of pedagogical improvement (Ongoing)	Continually monitor and guide teacher improvement and success.
08/25/2014 – 06/30/2015	Monitor pedagogical Improvement (Ongoing)	Track teacher improvement and make adjustments as needed.
08/25/2014 – 06/30/2015	Meet with instructional coaches to monitor and adjust approach(es) (Bi-monthly)	Monitor effectiveness and lend support.
08/25/2014 – 06/30/2015	Implement the INOVA data management system	Efficient monitoring and reporting of student achievement and accountability.
08/25/2014 – 06/30/2015	Subscribe and administer student surveys with the Tripod Project	Teacher self evaluation effectiveness will be enhanced through student feedback.
09/01/2014 – 04/22/2015	Strengthen "Grow Your Own" recruiting efforts	Encourage support and continued buy-in of stakeholders.
12/19/2014 – 06/26/2015	Reward stipends upon successful completion of duties	Incentives will reward teacher/employee performance and strengthen morale.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since the stated purposes of the **Educator Excellence Innovation Program** are to provide, what would otherwise not be possible but for the grant funds, which is to "systematically transform educator quality and effectiveness," through "improved and innovative school district recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways and retention," not only were district level administrators included in the preliminary conversations, but principals from each campus in the district were included in the initial planning meeting. To "systematically transform district administrative practices to improve quality, effectiveness and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of students," it was essential for the principals to collaborate with their campus leaders to create a list of priorities in each of these areas.

During the preliminary district meeting, principals attended a two hour workshop that included an overview of the opportunity and a presentation of each of the Statutory Requirements, both Required and Preferred. The principals from each campus participated in an activity which enabled them to brainstorm what practices they currently have in place on their campus. That activity was followed by needs assessment that allowed the principals to prioritize their current needs based on the opportunity offered by the Educator Excellence Innovation Program. Meeting Facilitators then summarized each of the activities and provided a question and answer time.

A **review of research** was presented on each of the following practices: Induction and Mentoring, Evaluation, Professional Development, Strategic Compensation and Retention, Recruiting and Hiring and Career Pathways. Upon completion of this review, the principals and district administrative staff were asked for their input on the pursuit of this opportunity. ***The vote to pursue the Educator Excellence Innovation Program Grant was a unanimous decision from all affected personnel groups and for the general parameters of the plan.***

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There was a unanimous decision by district administrators, campus administrators and faculty to pursue the Educator Excellence Innovation Program.

There are eight campuses in the Sulphur Springs ISD. The Early Childhood Learning Center houses Head Start Three and Four year old programs, Preschool Program for Children with Disabilities PPCD, Pre-Kindergarten, Kindergarten and Transitional First Grade; there are three primary campuses for first and second grade; one elementary campus for third and fourth grade; an intermediate fifth grade campus; a middle school campus for sixth through eighth grade and a high school campus for ninth through twelfth grade.

The campus configuration will facilitate the implementation of **Demonstration Classrooms**, as purposed in the *Vested Interest in People (VIP)* program, since the schools are organized as primary, elementary, intermediate, middle school and high school. There will be two Demonstration Classes at the Early Childhood Learning Center (ECLC)-one of which will be a Dual Language Enrichment (DLE) classroom, two Demonstration Classrooms on each primary campus- one primary campus will include a Dual Language Enrichment (DLE) classroom, two on the elementary campus- one being a Dual Language Enrichment (DLE) classroom and two on the intermediate campus- one of which being a Dual language Enrichment (DLE) classroom. The middle school and high school will have Demonstration Classrooms by content area. There will be English as a Second Language (ESL) Demonstration Classroom on the middle school and high school campuses in addition to the content area Demonstration Classrooms. Each Demonstration Classroom will model Sheltered Instructional Strategies, as 64% of our student enrollment is economically disadvantaged. 34% of our teachers in **Sulphur Springs ISD** are English as A Second Language (ESL) Certified. **Many additional teachers would like to begin their certification process, which would not be possible, but for the grant funds of the Vested in People (VIP) program.**

Sulphur Springs ISD is thankful to have this opportunity to apply for this **Educator Excellence Innovation Program**, as it will allow us to continue to build capacity in teachers in order to improve student performance.

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